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ABSTRACT

A second draft of the University of Kentucky libraries proposal to the Council on Library Resources describes in detail how the grant would be used. A position of Library Service Coordinator is proposed, with librarian acting as liaison to the General Studies program. This would enable the library to contribute to undergraduate education, and encourage use of the library through teaching segments of courses on library skills and advising faculty and students on research papers. A model shows the role of the coordinator in Western Literature, Philosophy, History, and Classics courses. The University of Kentucky library administration plans simultaneous library instruction to complement the proposed program. Objectives, functions, and working relationships of the coordinator; reports, performance, and evaluation criteria; tentative schedule; and budget are appended. (Author/KP)

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Proposal: College Library Program - Second Draft

TO: Council on Library Resources

From: University of Kentucky Libraries

Date: March 12, 1974

Larry Greenwood

IR004925

UNIVERSITY OF KENTUCKY LIBRARIES

LEXINGTON, KENTUCKY 40506

OFFICE OF THE DIRECTOR

March 12, 1974

Proposal: College Library Program - Second Draft

TO: Council on Library Resources

FROM: University of Kentucky Libraries

The University of Kentucky is pleased to submit this proposal to the Council on Library Resources. In this second draft of the proposal I want to delineate more fully the details concerning how the grant would be used.

In general, we wish to hire a librarian to act as a liaison to the General Studies Division of the University, particularly concentrating on the areas of literature, classics, social sciences, and philosophy. It is an opportunity for the library to make significant contributions to undergraduate education and to encourage use of the library, beginning in the freshman year.

The librarian hired through grant monies would be very closely tied to both students and instructors of the general studies courses as he/she would be responsible for actually teaching certain segments of courses where library expertise was deemed appropriate and, at other times, would be responsible for instructing and advising individual students about term paper or research projects.

In order to utilize the grant so that a maximum number of students could benefit, even in the first year, it has been decided that the areas of History, Philosophy, Classics and Literature shall be given top priority by the Library Service Coordinator. These particular areas were chosen because they are core elements of the General Studies Division of the University and represent wide coverage of the undergraduate student population. A more pragmatic reason is that these areas are broadly representative of the humanities--the courses more dependent upon the library.

In an effort to define the role of the Library Services Coordinator the major objectives, functions and related criteria have been outlined and attached as Appendix A.

To implement these objectives, the following plans have been prepared with assistance from faculty members in charge of undergraduate education in the departments of English, Philosophy, Classics, and History. Each faculty member has been asked to submit lists of requests to the library which outline the most pressing needs of the department in utilizing library resources for undergraduate education. Based upon these requests, the first year would be devoted to working with classes in these areas, working closely with professors and students in defining and researching subject problems, acquainting them with tools available in the subject areas, and teaching general library use.

A brief model for the role of the Library Service Coordinator for each area follows. Each has been discussed extensively with potential participating faculty. This is not to exclude other possibilities at all; it is only an outline. A tentative schedule is attached as Appendix B.

A. Western Literature Survey Courses

1. Library Services Coordinator will offer personalized guided tours of library facilities at the beginning of the semester for faculty and teaching assistants responsible for courses.

2. At the time term paper assignments are made, the Library Services Coordinator will make formal presentation to classes describing the major library resources available for the type of research prescribed by the instructor.

3. Individual or small group appointments may be arranged after the lecture or series of lectures has been completed with the Library Services Coordinator. At this time more detailed questions can be raised or better defined research strategy can be planned.

4. Library Services Coordinator will work with class instructors at the end of the semester to evaluate each student's utilization of available resources.

5. Evaluation of Library Services program will be asked of students and instructors.

B. Philosophy

1. General tour will be conducted for instructors and teaching assistants.

2. Library Services Coordinator, using other help from professional staff where necessary, will compile a booklet describing research tools available to philosophy students and researchers. The philosophy faculty members feel that this approach is more effective for their classes than is a tour for students.

3. The Library Service Coordinator will instruct classes in library use.

4. Individual in-depth research assistance will be provided on an appointment basis by the Library Services Coordinator.

C. History

1. Library Services Coordinator will meet with faculty and graduate teaching assistants before the beginning of the semester to establish priorities for historical period to be covered in depth during the semester.

2. Any instructor teaching a course dealing with decided upon periods may request Library Services Coordinator to present lecture(s) and handouts to the students at the time the period is being discussed. It is felt that if library research in one period is fully discussed and developed, it will become a prototype for research projects being undertaken by the students.

3. Pamphlets on general resources and more specialized works dealing with specific periods will be prepared by the Library Services Coordinator, based on the priorities established at the beginning of the year.

4. Individualized instruction and in-depth reference help will be provided to any student wishing to take advantage of the Library Services program.

5. Evaluation of the program will be requested of participating faculty and students.

D. Classics

1. Since Classics is a smaller department with smaller classes, the approach can be truly individualized. Both instructors and students will be given an orientation tour of the library.

2. Students, on an individual basis, will consult with Library Services Coordinator to choose an appropriate research paper topic. During the conference, initial research strategy can be planned.

3. Follow-up conferences will be held throughout the semester to insure student's grasp of resource materials.

4. Evaluation will be conducted at the end of the semester in an attempt to measure the effectiveness of the more individualized approach.

The effectiveness of the programs for the first year will, in part, determine the course of action for successive years, but it is hoped that the program could be broadened to encompass similar projects in sociology, linguistics, communications, psychology, history of music, history of art, and political science. Throughout the year, the Library Services Coordinator, as well as other professional librarians, would be engaged in taking the program's potential to various departments, soliciting support and interest. Those departments expressing the most urgent needs could be accommodated relatively quickly. Other professional librarians with subject and/or language expertise would be encouraged to participate as appropriate.

The clerical and student staff working directly with the Library Services Coordinator would be responsible for typing and duplicating handout materials, pamphlets and brochures to be distributed to classes. In addition, they would help conduct tours of the library, schedule appointments, answer the routine questions, and locate resource material to be used for demonstration purposes in classes, etc.

It should be noted that the University of Kentucky Libraries administration is committed to an on-going program of library instruction and simultaneous programs are being developed to complement this grant proposal. Slide/tape presentations which include a general guide to the libraries within the system, an in-depth presentation of each departmental library and public service unit in the main library, instructions for using most heavily used reference tools as well as instructions for using the card catalog and circulation procedures are being produced. These will be available to all faculty members and students who prefer the individual self-instruction offered by these slide/tape programs. Video tape facilities of the library system will also be used.

It should be noted that the Library Services Coordinator would not be restricted to the areas mentioned as models in this proposal. Other needs would be met as effectively as possible, but the outlined areas would be the areas of primary concentration during the first year.

APPENDIX A

Council on Library Resources Grant

Principal Administrator: Library Services Coordinator

Parent Unit: Instructional Services Department

Role: To plan, design, develop, and coordinate programs and activities to apply the library resources of the University to the information needs of the academic community in the social sciences and humanities, with emphasis on undergraduate needs.

Objectives

1. Expand the reference and instructional capacity of the University Libraries through programs that bring specialized library resources and services to students and academic staff.

2. In cooperation with the teaching faculty, relate library resources to University instructional and research activities through educational programs directed toward the effective use of the Libraries' resources.

3. Promote the provision of direct assistance to students and academic staff through in-depth reference work applied to specific research and instructional projects.

4. Increase the effectiveness of reference service by coordinating the utilization of library personnel for in-depth reference services to undergraduates and the instructional staff in the social sciences and humanities.

5. Develop the capability among students and academic staff to make effective use of library resources in general.

6. Increase the awareness of bibliographic tools and research techniques among students and academic staff.

7. Increase the familiarity of students with Kentucky's library collections.

8. Aid students and staff in a systematic way to keep up with the literature in their fields of interest.

9. Allow selected faculty to receive regularly, materials of potential value in their instructional work.

Functions

1. Initiate and coordinate the design, development and implementation of the Library's resources and in-depth reference programs.

2. Coordinate the utilization of library personnel for in-depth reference service, system-wide.

3. Help members of the academic community to take maximum advantage of library resources in satisfying their research needs by providing educational programs and individualized assistance based on the specialized subject and collection knowledge of the Libraries' professional staff.

4. Develop specific programs and materials to inform students and academic staff of available Kentucky library resources.

5. Develop curricula to teach library research techniques and the use of bibliographic tools.

6. Coordinate and publicize instructional programs conducted by Libraries staff within University courses.

7. Develop and administer training for librarians participating in resource utilization programs.

8. Determine library instructional needs and plan programs to satisfy them.

9. Develop user guides and self-instructional materials to aid library patrons.

10. Coordinate library information sessions and escorted tours of library facilities.

11. Develop literature citation, table of contents, selective dissemination, and other current services for selected students and academic staff.

12. Review services available from outside sources and assess their applicability to the Kentucky environment.

13. Participate in the development of computer-based literature control systems.

14. Act as liaison with outside agencies providing specialized information services to students and academic staff.

Key Working Relationships

1. Resources Division and Services Division

2. Distinctive collections

3. Faculty, researchers, students

4. Associate Directors

5. Outside information service organization (e.g., data-base services)

Reports

1. Annual and periodic reports to the Director and Council on Library Resources.

2. Reports to appropriate faculty members, including department chairmen and deans.

Performance and Evaluative Criteria

1. User satisfaction
2. Number of users served
3. Effectiveness of programs and materials
4. Variety and number of programs developed and implemented

(Based on Columbia description)

APPENDIX B

Tentative Schedule - First Year

1974

July 1	Hire Library Services Coordinator. (Orientation of coordinator to the University of Kentucky Libraries, campus, faculty, etc.)
July 15	Coordinator hire clerical assistant. (Clerical assistant begin typing, mimeographing, and organization of instructional materials.)
August 1	Hire student assistant to work full-time during August; part-time starting September 1 (approximately 20 hours/week). (Student, preferably a College of Library Science graduate student, to undergo intensive training in August to be prepared to assist Coordinator with tours, etc. starting in Fall. Also to assist in preparation of instructional materials and bibliographies for instructors.)
Augsut 7	Coordinator confirm planned activities with participating faculty.
August 15	Set time for tours, class meeting dates, etc.

Western Literature Survey Sources

August 22	Tours for faculty and teaching assistants.
September 15	Instructional coordinator discuss and select appropriate research projects. Coordinator lecture to class.
October 1 - December 1	Coordinator available for individual appointments.
December 15	Coordinator and instructor evaluate students' use of available resources; conduct in-class session with instructor to provide "feedback" for students.

1975

January 1	Evaluation of program by students and instructor. (Other fall courses arranged according to program plan in schedule or a basis similar to above. Spring semester outline follows with philosophy as an example.)

(Philosophy)

January 7 - 15	Confirm planned activities and schedules with participating faculty; complete philosophy "research booklet" in cooperation with instructor.

(Philosophy)

January 15	Tours for instructor and teaching assistants. Instructor and Coordinator select appropriate topics.
February 1	Meet students in class; hand out instructional booklets.
February 1 - May 1	Coordinator available for individual appointments.
May 5	Coordinator and instructor evaluate student use of available resources; conduct in-class seminar with instructor.
May 15	Evaluation of program by students and instructor.
June 1	Re-evaluate program with students who participated in Fall semester. Hold group meetings with all participating faculty and representative students to consider possible modification for Fiscal Year 1975-76.

BUDGET

Year	Coordinator	Grade VI Classified Employees	Student Asst's.	Total
1	$11,700	$4,722	$3,578	$20,000
2	12,285	4,958	2,757	20,000
3	12,899	5,206	1,895	20,000
4	13,544	5,466	990	20,000
5	14,221	5,739	40	20,000
Totals	$64,649	$26,091	$9,260	$100,000

*Needed student assistants would be absorbed from regular library student wages. Accounts on program funding is reduced.

**Divided 50/50. College Library Program and University of Kentucky matching contribution.

Necessary equipment and supplies would be provided by regular library accounts.